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**THE CORRELATION BETWEEN STUDENTS'
5W+1H QUESTIONS UNDERSTANDING
AND THEIR SPEAKING ABILITY
IN ASKING INFORMATION
AT SMAN 1 TUALANG**



BY

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1441 H/2020 M**

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Thesis

**Submitted in Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)**



BY

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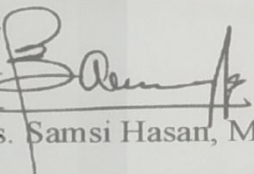
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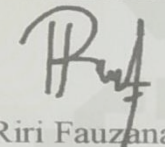
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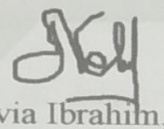
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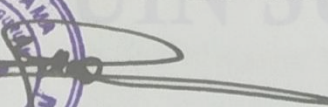

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Pekanbaru, March 2020

The Writer

Elsa Desi Putri
SIN. 11614200593



ABSTRAK

Elsa Desi Putri (2020): Hubungan antara Pemahaman Penggunaan Pertanyaan 5W+1H Siswa terhadap Kemampuan Berbicara Mereka untuk Bertanya Suatu Informasi di SMAN 1 Tualang

Sebagai salah satu komponen bahasa, kemampuan berbicara berperan penting untuk mengetahui kemampuan seseorang dalam berbahasa, termasuk Bahasa Inggris. Penelitian ini dilakukan karena masih banyaknya pelajar yang mempelajari Bahasa Inggris menemui kesulitan untuk bertanya tentang jati diri seseorang yang meliputi tentang anggota keluarga nya atau aktivitas sehari-hari menggunakan Bahasa Inggris. Kemudian, tujuan dari penelitian ini adalah untuk menguji apakah ada hubungan yang signifikan antara pemahaman pertanyaan 5W + 1H siswa dan kemampuan berbicara mereka dalam menanyakan informasi siswa kelas sepuluh di SMAN 1 Tualang. Ada 28 siswa sebagai sampel dengan menggunakan simple random sampling. Penelitian ini menggunakan pendekatan kuantitatif dan jenis penelitian ini adalah penelitian korelasional. Dalam mengumpulkan data, peneliti melakukan tes yang terdiri dari tes tertulis dan lisan. Untuk mendapatkan data pemahaman 5W + 1H siswa, peneliti memberikan tes tertulis kepada siswa yang terdiri dari 27 pertanyaan, sementara itu, dalam memperoleh kemampuan berbicara siswa, peneliti meminta siswa untuk melakukan dialog singkat. Peneliti menggunakan Pearson Product Moment Correlation melalui SPSS 16.0 untuk menganalisis data. Hasil dari penelitian ini menunjukkan bahwa sig.r yang diperoleh 0,01 lebih kecil dari nilai alpha (0,05). Ini berarti bahwa hipotesis alternatif (H_a) diterima dan hipotesis nol (H_o) ditolak. Selain itu, nilai r_{obtain} adalah 0,608 yang mana lebih tinggi dari nilai r_{table} (0,374). Kesimpulannya, ada korelasi yang signifikan antara pemahaman pertanyaan 5W + 1H siswa dan kemampuan berbicara mereka dalam menanyakan informasi di SMAN 1 Tualang.

Kata kunci: *Pemahaman 5W+1H, Kemampuan Berbicara*



ABSTRACT

Elsa Desi Putri (2020): The Correlation between Students' 5W+1H Questions Understanding and Their Speaking Ability in Asking Information at SMAN 1 Tualang

As one of language components, speaking plays important role in order to know someone's ability in a language, included in English language. This research was proposed because most of language learners are still hard to use English in asking information about someone's personal identity which included about his family members or daily activities. Then, the purpose of this research was to examine whether there is any significant correlation between students' 5W+1H questions understanding and their speaking ability in asking information of the tenth grade of students at SMAN 1 Tualang. There were 28 students as the samples by using simple random sampling. This research used quantitative approach and the type of this research was a correlational research. In collecting data, the researcher did test which consisted of written and spoken test. To obtain the data of students' 5W+1H questions understanding the researcher gave the students written test consisted of 27 questions, meanwhile, in obtaining speaking ability of students, the researcher asked the students to do short dialogue. The researcher used Pearson Product Moment Correlation through SPSS 16.0 to analyze the data. The result of this research showed that sig.r obtained 0.01 which was less than alpha value (0.05). It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. As addition, the value of r_{obtained} was 0.608 which was higher than the value of r_{table} (0.374). In conclusion, there is a significant correlation between students' 5W+1H questions understanding and their speaking ability in asking information at SMAN 1 Tualang.

Key word: *5W+1H Questions Understanding, Speaking Ability*



ملخص

إلسي ديسي فوتري، (٢٠٢٠): ارتباط بين فهم استخدام الأسئلة ١٥+١هـ والقدرة على التحدث لتقديم السؤال عن المعلومات لدى التلاميذ في المدرسة الثانوية الحكومية ١ توالانج.

كعنصر من عناصر اللغة، أصبحت القدرة على التحدث مهمة لمعرفة قدرة أحد على اللغة، بما فيها اللغة الإنجليزية. قيم هذا البحث لأن أغلبية التلاميذ الذين تعلموا اللغة الإنجليزية استصعبوا تقديم السؤال عن ذات أحد تحتوي فيها معلومات عن أسرته أو أعماله اليومية باللغة الإنجليزية. وهدف هذا البحث لمعرفة ارتباط بين فهم استخدام الأسئلة ١٥+١هـ والقدرة على التحدث لتقديم السؤال عن المعلومات لدى تلاميذ الفصل ١٠ في المدرسة الثانوية الحكومية ١ توالانج. فيه ٢٨ تلميذا أصبح عينة بأخذ العينة العشوائية. وإنه بمدخل كمي ونوعه بحث ارتباطي. ولجمع البيانات، قامت الباحثة بالاختبار مكتوبا كان أم شفاهيا. وللحصول على بيانات فهم ١٥+١هـ لدى التلاميذ، قدمت الباحثة إليهم اختبارا مكتوبا يتكون من ٢٧ سؤالا. وللحصول على بيانات القدرة على التحدث، أمرت الباحثة بأن يحاوروا. وتحليل البيانات، استخدمت الباحثة ارتباط لحظة منتج بيرسون ببرنامج الحزمة الإحصائية للعلوم الاجتماعية لإصدار ١٦. ونتائج هذا البحث أشارت إلى أن نتيجة sig.t تحصل ٠,٠١ صغرى من نتيجة ألفا (٠,٠٥). وهذا يعني أن الفرضية البديلة مقبولة والفرضية المبدئية مردودة. ونتيجة r الحصول هي ٠,٦٠٨ عليا من r جدول (٠,٣٧٤). والخلاصة، هناك ارتباط هام بين فهم الأسئلة ١٥+١هـ والقدرة على التحدث لتقديم السؤال عن المعلومات لدى التلاميذ في المدرسة الثانوية الحكومية ١ توالانج.

الكلمات الأساسية: فهم ١٥+١هـ، القدرة على التحدث



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking ability can be considered as the most important ability that should be owned by the students in this era. In line with statement above, it is stated by Zaremba (2006) in Boonkit Kamonpan (2010), who says that communication ability will be placed at first place in requiring a new employment. Thus, the students are required to improve their speaking ability as much as possible. As addition, speaking ability is something that has to be increased by practicing. Based on Bernales's (2016), willingness is important in order to learn a foreign language, because willingness means the students are ready to learn the foreign language. In addition, the students are needed to be active in speaking task in order to enhance their speaking ability. Thus, if the students do not feel comfortable with its language, how they can speak willingly and fluently. Therefore, the teachers should pay attention to the willingness of the students. Giving them a motivation and appropriate task are the ways to make them accustomed with the language. By following this way, students have opportunity to practice as much as possible.

Communication takes two people or more. It does not work, if there is just a person in communication. In communication, there will be



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questioning and answering situation. It means there must take two ways between the speaker and the interlocutor. There are two activities in communication which are encoding and decoding. Encoding activity is considered as the most important part in communication, because the encoder (the speaker) has to try to convey his/her ideas meaningfully to the decoder (the interlocutor). The speakers' aim is the interlocutors will have the same objects in their mind the same as the objects which have been conveyed by the speakers before (Fernandez Rubio in Deemter, V.K., Krahmer, E., Gompel, R.P.G, 2017). Hence, communication consists of questioning and answering situation in order to make an effective communication.

Sometimes someone needs explanation about something that cannot be answered by simple answer (*yes* or *no* answer). This problem is intertwined in using question words in order to get answer by noun, subject, or object as stated by Blakesley, D & Hoogeveen. J.L (2011)..In speaking, question words are considered as the most important point because it is impossible if someone is communicating, he/she just give the information without asking. Communication will be running well, if the speaker and the interlocutor have something that they are going to talk about. In speaking, the speaker is required to be able to transfer the ideas in his/her mind to the interlocutor by using his/her mouth. A qualified conversation will encourage the speaker to speak as much as possible with the interlocutor. If the speaker has accustomed



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with the answer and question situation by giving question word, it will give many impacts to speaker of language itself in vocabulary and grammar function. This situation just will happen when the speaker and the interlocutor are connected each other by the good skill in asking and giving information as said by Roht, E. H & Aberson, T (2011).

The students will get the specific information by using the question words. Unfortunately, in fact, the students are still hard to speak fluently even in real situation because they are still hard and confused of using question words. They know meaning of the question words but they do not know how to use it. Saying for example, they know meaning of 'what', which means asking for an object, despite they do not know how to use the word 'what' in the certain sentence and correct grammar. Caused this case, the students' speaking ability is still low even though in the simple and informal situation. The students are not able to build a good question in order to have a communicative communication with the interlocutor.

English is presented in schools in Indonesia as well. English is as an obligation subject in the school in Indonesia starting from Junior and Senior High School until to the university. Actually, before thirteen curriculum is applied in Indonesia, English was learned from Elementary level. The aim of learning English based on curriculum is to make the students to be able to communicate in English in term of written and spoken form that are realized



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in four skills of language, namely speaking, listening, reading, and writing. In fact, speaking can be considered as the hardest ability in English.

The same as in one of State Senior High School 1 that is located in Tualang, Perawang Barat, Siak Sri Indrapura Regency, Riau Province. This school applies thirteen curriculum in doing learning and teaching process. Moreover, as the guidance in doing learning and teaching process this school will be based on the national curriculum then will be discussed more in syllabus. Besides, the school will arrange its own learning and teaching process based on the situation and condition there which included the regulation of time, schedule and standard criteria minimum. As addition, this school consists of its own rules for learning and teaching process but still it is based on materials that already presented in syllabus.

English is also presented there. English is taught in that school once a week. Based on the preliminary research the researcher found that the teacher teaches the material to the students based on the material that is already designed in syllabus. Usually, the teacher gives an explanation as the introduction to the material and also the teacher asks the students to do some practices when the material needs the students to practice it. It simple that practicing can improve the students understanding directly and it can be a view to see how far the students understand the material indirectly. So, it can be as an evaluation for the teacher.

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Thus after doing preliminary research, the researcher sees most of students are still getting hard in speaking task. The students tend to be silent in speaking task. One of the reasons that researcher got is the students are confused how to construct a correct sentence grammatically. This condition is also happened in term of using English language as the means of asking for information in asking for self-information. Sometimes, the students are still confused how to use the 5W+1H questions or question words correctly. Whereas, based on the syllabus, the students are needed to give and ask information about self-information with putting attention in structure of the sentence, especially for using question words.

Thus, based on the preliminary research of the researcher at SMAN 1 Tualang, it is clear that the students still face some challenges in speaking. The phenomena are:

1. The students still make mistake in doing speaking activity by using 5W+1H
2. The students are still hard to ask something using 5W+1H questions
3. The students are still hard in constructing a question sentence correctly
4. The students are still confused how to use 5W+1H questions grammatically

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Based on the indicators above, the researcher is interested to investigate the problems into a research entitled “*the correlation between students’ 5W+1H questions understanding and their speaking ability in asking information at SMAN 1 Tualang*”

B. Problem of the Research

Based on the researcher’s preliminary study at SMAN 1 Tualang, it is clear that most of students are still getting difficulties, especially in term of speaking in asking information. To make the problem of this research clearer, thus, the problem of this research will be identified as follows:

1. Identification of the problem

- a. How is students’ grammatical ability in using question words or 5W+1H questions in speaking skill?
- b. Why are not some students able to do speaking activity correctly by using 5W+1H questions?
- c. Why are not students able to start a conversation by asking by using 5W+1H questions?
- d. How is students’ speaking ability in asking information situation?

2. Limitation of the problem

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In line with identification of the problems above, thus, the researcher needs to limit the problem because the problems are found are various. Therefore, the researcher needs to limit the problem of the research in order to focus on the correlation between students' 5W+1H questions (*what, when, where, who, why, and how*) understanding and their speaking ability in asking information for personal information.

3. Formulation of the problem

Based on delimitation of the problem, thus, the research questions are formulated in the following research questions:

- a. How is the students' understanding in using 5W+1H questions?
- b. How is the students' speaking ability especially for asking information?
- c. Is there any significant correlation between students' 5W+1H questions understanding and their speaking ability in asking information?

C. Objective and significance research

1. Objective of the research

- a. To find out the students' understanding in using 5H+1H Questions
- b. To find out the students' speaking ability especially in asking information

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- c. To find out the significant correlation between students' 5W+1H questions understanding and their speaking ability in asking information

2. Significances of the research

- a. Hopefully this research is able to benefit the researcher as novice researcher, especially in learning how to conduct a research
- b. These research findings are also hoped to be useful and valuable especially for students and teachers of English at SMAN 1 Tualang to be consideration for future teaching learning English process
- c. Besides, these research findings are also expected to be positive and valuable information for these who are concerned in the world of teaching and learning English as a foreign or second language
- d. Finally, these research findings are also expected to be practical and theoretical information to development of the theories on language teaching.

D. Reason for choosing the title

There are some reasons why the researcher is interested in conducting these research based on several reasons:

1. The title of this research is relevant with researcher's status as a student of English Education Department
2. The problems of this research are not yet investigated by others previous researchers



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3. The location of the research facilitates the researcher in conducting the research

E. Definition of the terms

There are so many terms involved in this research, thus, to avoid misunderstanding on the terms are used, the following terms are necessarily defined as follows:

1. Correlation

According to Creswell (2012), correlation is a statistical test to determine the tendency or pattern for two (or more) variables or to sets of data to vary consistently. However, in this research the term of correlation is referring to a design of this research is that to complete between two variables which are the students' 5W+1H questions or question words understanding and their speaking ability especially in asking information.

2. 5W+1H questions or question word

According to Azar Betty (2003), question word is question that asks for information. However, a question word is needed when someone needs an explanation about something or to make it clear, a question word is used when someone wants an answer more than *yes/no* answer.



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3. Speaking

According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different context. In line with statement above, speaking can be defined as the process to convey someone's thought by using symbols whether its verbal or non-verbal symbols.

4. Asking information

According to Merriam Webster dictionary, asking is to call on for an answer. On the other hands, information according to Merriam Webster dictionary (1828) is the communication or reception of knowledge or intelligence. Thus, based on the definition above, asking information is an activity to put a question to someone in order to do communication or to receive knowledge or intelligence

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking

a. Nature of speaking

Speaking ability can be considered as the most important ability that is needed in term of effective communication. It is supported by the fact that someone can be considered successful in learning a language, it can be seen from how well he/she speaks in that language. In line with statement above, Nunan (1995) stated that a success learning language is measured from the ability to perform a conversation in the language. Thus, it is clear that speaking ability can be said as the most important aspect in language learning.

Speaking is a process of changing meaning from the speaker to the interlocutor. It is supported by statement from Burns and Joyce (1997) which said that speaking is an interactive process in order of changing meaning that includes producing, receiving, and processing information. On the other words, speaking is an asking and giving information from one person to another.



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Speaking is an ability that can be used as the measurement of how good someone in language..

Speaking ability is something that is crucial in real-life communication. Speaking ability needs someone to convey his/her idea orally by mouth. The aim of English language teaching, according to Davis and Pearse (2000) is to give learners the ability to use English language effectively and correctly in communication. However, most of English learners are not able to speak because they do not have enough knowledge to support their productive skill. Actually, in the lowest stage of language learning, someone already has knowledge or some vocabularies that he/she gets from receptive skill. Despite, the problem is he/she could not have enough ability to transform it into productive skill.

Many learners already spent many years to study English language but still cannot speak it appropriately and understandably (Bueno, Madrid, and McLaren, 2006). It can be happened because many reasons but one of them is the English learners do not have enough opportunities to speak and practice their language even in the classroom or outside the classroom. In consequence of it, English learners are difficult to practice in spoken language.



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The other reasons why speaking is considered as the most important ability is because human being communicates by the language orally almost all the time rather than in written form. Efrizal (2012) and Nasiri and Pourhosein Gilakjani (2016) give the opinion that relates with statement above. They stated that speaking has important significance in term of interaction among people because they speak everywhere and every time. As addition, Ur (1996) gives his opinion that among of four skills in language, speaking is the most important one that is very needed in the effective communication. Therefore, by providing the learners with real-life communication in the classroom will encourage the students to speak as much as possible. Caused speaking is an ability that can be coached by practicing.

When someone is speaking, it means he/she has his/her intention to say it. It is supported by the statement from McDonough and Shaw (1993) which they stated that speaking encourages people to produce sentences for real communication or people say something in language because of specific goals. Another importance of ability in speaking English is given by Baker and Westrup (2003), who said good English speakers are easy to get better opportunity for getting better education, finding a



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job, and getting a promotion. Therefore, speaking skill is considered as the most crucial skill in language learning of English.

According to Mahripah (2014), speaking skill is affected by some linguistic components of language such as phonology, syntax, vocabulary and semantics and psychological factors like motivation and personality. In line with Mahripah's, speaking skill cannot be separated from language components because language consists of symbols that are part of any form. Therefore, usually, someone who has enough knowledge in language components will has a good speaking skill also. It is caused he/she already has the ammunitions that help him/her to talk by using spoken language in speaking.

Latha (2012) says that grammatical competence has big impact in fluency of using English language because grammatical competence helps the speaker to use English language in correct structures. Language is part of forms. These forms help people to say something systematically. A native English speaker can say something easily because he/she is already accustomed with English language. He/she does not need much time to think the grammatical form in telling something. It is the same as for a



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native speaker for his/her mother tongue even when he/she cannot tell something in a sentence he/she can find another way to tell it in another sentence that has same meaning. The problem for non-native English speaker is sometime he/she cannot find the right sentences to tell something because of the lack of grammatical understanding and it can be a fatal mistake.

The ability to speak in front of people by using second or foreign language is not simple as it is. It is supported by argument from Pinter (2006). He stated that learning to speak fluently and accurately is the one of greatest challenges for all language learners. It is caused most of language learners have limited opportunities to speak and practice their language in real life communication. Even in the classroom sometimes the teachers or the students do not speak in English language fully. They combine English and first language to convey something important. Actually, it is not suggested to all language learners in acquiring English as a second or foreign language because the learners will think that if they cannot say something in English language, they are allowed to say it in first language or even in their mother tongue to make it easy which indirectly it will affect their motivation to speak English as much as possible.



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In this millennial era where everyone speaks mostly in English language, of course, someone needs to improve his/her abilities in English language as well especially in the way how to speak clearly, fluently, and meaningfully. Someone needs efforts to own its skill because speaking skill is skill that can be increased by practicing. Hence, to make students speak as much as possible in English is one of the effective ways to improve their speaking skill. Relation to statement above, Baker and Westrup (2003) have been stated that when learners have very well abilities in speaking English, they can get greater opportunities for better education, finding a good job, and promotion. By having a great ability in speaking, the opportunity for getting a good job or education will be greater also.

Another point that gives point about the importance of speaking is that speaking skill is used to communicate in real time communication. Speaking skill helps the learners to apply the language directly in interaction even in formal or informal situation. In line with idea above, McDounough and Shaw (1993) stated that speaking enables the learners to produce sentences for the real communication, or they would like to communicate in language to achieve an objective. Besides, speaking gives the

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opportunity to increase their vocabulary and grammar function in language. It is caused by when someone is speaking, he/she is trying to make a sentence that hopefully will be understood by the interlocutor.

b. Components of Speaking

There are five components speaking that should be mastered by the learners of English. Those are as follows:

1. Grammar

According to Cook and Sutter (1980), grammar is a set of rules how to speak and write. Thus, grammar will give guidance in construct the right sentences.

2. Pronunciation

Pronunciation refers to the ability to produce the word in the right sound and understandable.

3. Vocabulary

Vocabulary is the appropriate word that is used based on the context. Therefore, vocabulary is using the right word in the right context and right situation.

4. Fluency

Fluency is the ability that needs the learners to use language understandable. The language learners are required to



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speak in appropriate speed, phrase, sentence that can make the listener understand what he/she is talking about.

5. Comprehension

Comprehension refers to the ability to how well the learners understand about its language. In other word, it can be how familiar the learners with the language.

c. Characteristics of Speaking

Mazouzi (2013) stated that language learners activities should be arranged based on fluency and accuracy achievement. Fluency and accuracy are the important components in speaking ability. Thus, the first characteristic of speaking is fluency. Hedge (2000) pointed out that fluency is giving answer to interlocutor coherently by constructing word by word, phrase by phrase and pronouncing the sounds clearly by using stress and intonation correctly. Regarding to the statement above, fluency means the ability of the students to construct sentences in order to make an effective communication by having a good ability in pronouncing the word. Therefore, the teacher should be able to teach students to have a good ability in speaking ability especially in fluency.

The second characteristic of speaking is accuracy. Pertaining to accuracy, Mazouzi (2013) gives explanation that accuracy is related to the correctness and completeness of language



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form like grammatical structures, vocabulary, and pronunciation. The first thing in accuracy is grammatical structures where the students should be aware how to make the correct utterances in a language. The second thing is the accuracy in using vocabulary where the students should know how to use different vocabularies depends on the context appropriately. The third thing is pronunciation where Thornbury (2005) gives statement that pronunciation is the lowest level of language knowledge that should be known by the language learners. Pronunciation is related the way how the sounds are pronounced by the language learners. Besides, language learners should know others components such as stress, intonation, and pitch. All of things help language learners speak accurately.

d. Speaking Assessment

In speaking class, the teachers can say that the students have a good ability in speaking when they are speaking fluently and accurately. Fluency and accuracy are the most important points in defining whether the students are able to speak in English language. According to Hudghes (1989), fluency is ability in language to speak understandable and not to disturb the communication process because it causes losing interest from the listeners. Therefore, an English speaker is expected to be able to



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speak fluently. When someone can speak English fluently, the listener will put attention to what speaker said, meanwhile, when someone cannot speak fluently, the listener will be uninterested because what speaker said is hard to be understood.

The next point that can be used as the measure of students' speaking skill is accuracy. Mazouzi (2013) gives opinion how the accuracy is important as well as fluency because the accurateness and the completeness of language form during speaking is important such as paying attention to grammatical structures, vocabulary, and pronunciation. Grammatical structures mean the student can speak in correct form of English language and it is normal to be used and said. On the other hand, vocabulary knowledge means the student have ability to use some words in appropriate sentence and context. The last is pronunciation which means the student can say the word correctly according to native speaker. In addition, English words are interesting because how to say the words in English are most of time are different from the written form or to make it simple, the sounds are different from the spelling.

There are five components of speaking that should be considered by the teacher in assessing the students' speaking ability, namely grammar, vocabulary, comprehension, fluency, and

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pronunciation. The rubric for students' speaking ability is presented as follows:

To analyze the students' speaking ability in asking information the researcher will use the categories proposed by Harris (1969), as follows

1. Pronunciation

Table II.1
Assessment for Students' Pronunciation

Score	Requirement
5	Has almost the same with foreign accent
4	The sound always clear
3	Pronunciation problems sometimes lead to misunderstanding
2	Very hard to be understood, needs many repetition
1	Pronunciation problems make the speech un-understanding

2. Grammar

Table II.2
Assessment for Students' Grammar

Score	Requirement
5	Making few an error of grammar or word orders
4	Occasionally, makes grammatical and word order. However, unclear meaning
3	Makes frequent errors of grammar or word order
2	Sentences are difficult to be understood
1	Errors in grammar and word orders make the speech un-understanding

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3. Fluency

Table II.3
Assessment for Students' Fluency

Score	Requirement
5	Can be able to speak fluently
4	Speed of speech seems normal and are less affected by language problem
3	Making error in grammar and word order sometimes
2	Frequently hesitate caused by language limitation
1	Speech is also stuck in making conversation virtually

4. Vocabulary

Table II.4
Assessment for Students' Vocabulary

Score	Requirement
5	Almost using vocabulary and idiom as native speaker
4	Sometimes using inappropriate vocabulary or must remake the ideas because inadequate vocabulary
3	Usually uses the wrong words and the conversation is limited because inadequate vocabulary
2	Making wrong in use of word and having very limited vocabulary then make the conversation is difficult to comprehend
1	It seems impossible to make a conversation because of limitation of vocabulary

5. Comprehension

Table II.5
Assessment for Students' Comprehension

Score	Requirement
5	The speech is understandable
4	Almost everything is understandable even though sometimes need repetition
3	The speech can be understood with slower than normal speech with repetition
2	Having difficult in understanding the speech, but the social conversation can be comprehend, then spoken is slowly and repeatedly
1	Unable to be understood even simple English conversation

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Table II.6

Scale of the Score

1	2	3	4	5
1-4	5-8	9-12	13-16	17-20

2. Grammar

a. Nature of Grammar

Grammar helps someone to construct a sentence. When the students do not be able to construct a correct sentence grammatically means the students will have limitation of ability in speaking skill in term of fluency. Thus the students must be taught the grammar in order to make the students to be able in constructing a correct grammatical sentence. According to Cook and Sutter (1980), grammar is a set of rules how to speak and write. Rules give the language learners guidance how to build a correct sentence, therefore, the language is used becomes un-understandable if it is used without grammar.

One of language aspects is linguistic aspect which means an aspect which gives the learners ability and understanding about language itself. This aspect gives the learners the whole understanding and knowledge about how the language is used and presented in communication whether written or spoken. One of parts of this aspect is grammar. Grammar is the science of language and the art of using it.



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English grammar is the art of speaking and writing the English language correctly.

Studying grammar means a process to know how to (1) use a language, (2) get other topics, (3) think, because language is conveying someone's idea, (4) learn its language, (5) speak and write in normal pattern of language used, (6) become an excellent speaker and writer. Thus, grammar helps the students to understand first how to make a good sentence that can be accepted and understood by the others. This caused of the means of communication is to make the interlocutor understands what the speaker is talking about.

Before asking the students to speak directly, it is better for the teacher to give the students some examples how to use some expressions in certain and correct grammar. One of them is how to use question words in order to make a correct sentence in asking information. By providing and teaching the students how to ask grammatically in English hopefully it will help the students in constructing the correct sentence in asking information.

b. 5W+1H questions or question word

According to Greenbaum (1996), question word is the questions that expect the information from the interlocutor by using means of *wh*-questions. It is called by *wh*-questions because it is



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always started by letter *w* except the word *how*. Question word is always end up with question mark (?). As addition, when someone wants to know something or to complete the information needed, he/she can use question word to ask it. As the complement, question words are used in social interaction among people in the world. Every type of question word is used for different purposes.

Learning 5W+1H questions for ESL/EFL is quite important. It is supported by Murcia, Murcia Celce, Larsen and Freeman (1999) which they state that 5W+1H questions are needed to request specific information, so the need to use them are quietly needed. That means that 5W+1H questions understanding for ESL/EFL learners are quite needed, because when someone is trying to involve in communication means that he/she is trying something to find a specific information from the interlocutor.

5W+1H questions consists of *what, when, where, why, who, and how*. As stated above, every word in 5W+1H questions are used for different aims which need different the form of answer as well. Question words are words which are used for asking something. If someone wants to know the information more than *yes/no* answer, he/she should use question words (Catmur Virgini, Stanley-Smith

and Jennifer. 2017). This table below provides common structures of 5W+1H questions. This table is adapted from Betty's book.



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Table II.7

The Form of 5W+1H Question (Betty, 2003)

	QUESTION	ANSWER	
WHAT	(1) What <i>do</i> you need?	(1) I need a pencil	<i>What</i> is used as the subject of a question. It refers to thing.
WHEN	(1) When <i>did</i> they arrive?	(1) Yesterday	<i>When</i> is used to ask questions about <i>time</i> .
WHY	(1) Why <i>aren't</i> you coming with us?	(1) I'm tired	<i>Why</i> is used to ask questions about <i>reasons</i> .
WHERE	(1) Where <i>is</i> she?	(1) At home	<i>Where</i> is used to ask questions about <i>place</i> .
WHO	(1) Who <i>is</i> coming to dinner tonight? (2) Who <i>came</i> to visit you?	(1) Ann, Bob, and Al. (2) Jane and Eric	<i>Who</i> is usually followed by singular verb even if the speaker is asking about more than one person. <i>Who</i> is used as the subject of a question. It refers to people.
HOW	(1) How <i>does</i> he arrive? (1) How <i>much</i> money <i>does</i> it cost? (1) How <i>old</i> are you?	(1) By bus (1) Ten dollars (1) Twelve	<i>How</i> generally asks about manner <i>How</i> is used with much and many. <i>How</i> is also used with adjectives and adverbs.

(Adapted from Betty Schramfer Azar, *Understanding and Using Grammar English Third Edition*, 2003, Page: A9)

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There many examples of using 5W+1H questions in Betty's book. From her book, it can be concluded that there is two important points that should be considered as the language user in using 5W+1H questions. The first is the question sentence that does not has verb, thus that question sentence has to use to be to make it correct. The second is the question sentence that has verb in that sentence, therefore it needs auxiliary to make it correct.

Table II.8

The Structure of 5W+1H Questions (Betty, 2003)

<i>Nominal</i>	<i>Verbal</i>
Question word + to be + subject + non-verb + ?	Question word + auxiliary verb + subject + verb + ?

From the table above, it can be seen there are two kinds of the use of 5W+1H questions, which are 5W+1H questions with auxiliary verb and 5W+1H questions with to be. So, it is clear that the understanding in using 5W+1H questions is needed to make it the correct question sentences.

3. Using 5W+1H questions in speaking ability in asking information

Speaking needs someone to convey everything what they think orally, even it can be a statement or question. In term of communication, someone is needed to have ability to ask and answer



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ability. Thus, someone is not only required to be able to answer but also he/she has to be able to ask in order to build an effective communication. Lee (2012) already conducted a research about using question words. He stated in his paper that L2 learners are still difficult in formation of question words despite the fact that question words form are commonly used structured. As addition Biber et al. (1999) in Lee (2012), he said that questions are very common in conversation with an average of one question per 40 words in a conversation. To give this structure well frequently is important in order to enhance and develop their speaking. There have been also studies conducted on the learning of question words among ESL or EFL speakers. Bahns (1991) in Lee (2012) stated that common errors of L2 speaker of using question words are commonly like *What did you bought?* or *Whose is that is?*. The last point reason is that the ability to use question words greatly is very important to support the speaking ability of the students especially in term of asking information or it can be included to the transactional dialogue because by having a good ability in asking the students will have getting chance to get information.

In addition, Brown and Wragg (1993) stated that wh-questions encourage the students to think. It means that questions can help students to practice and develop their thought in speaking. By



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having deep understanding of using question words, it can be useful for students to enhance their speaking ability. This is caused questions words not only provide and practice the students to think but questions word are also used to find miss information in a conversation.

B. Relevant research

Relevant research is observing some previous research conducted by the other researchers. Therefore, in conducting a new research a new researcher also needs to refer to the others research that have been conducted by the previous researcher in order to have references. There are some related studies to this research. There were two relevant research that gave the researcher guidance in developing this research.

First research was conducted by Yohanes Sunyan, Urai Salam, and Dewi Novita (2003). They were the students of Teachers Training and Education of Tanjung Pura University. The research title was “Teaching speaking through wh-questions technique”. This is an action research that tries to see how the wh-questions technique affects the students’ speaking ability. The benefit of wh-question guided is enables the students to have chance to speak what they think. Based on the research finding of this research at SMPN 1 Toba, there is a



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qualified increasing of the mean score of students' speaking English is increased from 60.71 to 75.85.

Second study was conducted by Flaurencia Randong, Rismaya Marbun (2013). The research was under the title of "Improving students' ability in speaking about asking and giving information through guided conversations". The research was an action research that was conducted at Eighth Grade B Students of SMPN 21 Terpadu Pontianak in Academic Year 2011/2012. Based on the research findings, it showed the qualification of students' mean score in second cycle (70,8) which reached 100% of achievement score is go to excellent. They stated that by providing the students with good grammar understanding in asking and giving information, it will increase the students' speaking ability in term of accuracy and fluency.

Based on the two research before, the writer is interested to conduct another research that is a correlational research design. The similarity of this research is focusing on 5W+1H questions or questions word and students speaking ability. Meanwhile, the writer will try to see the correlation between students' 5W+1H questions understanding and the students speaking ability that is different from the two research that were conducted before.

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C. Operational Concept

Operational Concept gives the researcher and writer some guidance in doing research to avoid misunderstanding. Operational concept is gotten from related theoretical concepts for all variables in research title that should be practically and empirically. It will help the researcher in doing measurement for each variable. There are two variables in this research namely the students' 5W+1H questions understanding as the variable X or independent variable and the students' speaking ability in asking information as the variable Y or dependent variable.

Indicators of variable X (Students' 5W+1H questions understanding) based on Betty's (2003):

1. The students are able to identify each use of 5W+1H question words, namely, *what, when, where, who, why* and *how*.
2. The students are able to identify the appropriate be (*am/is/are/was/were/will be*) for completing the question sentence by using 5W+1H questions
3. The students are able to identify the appropriate non-verb complement (*adjective, noun, adverb*) for nominal question sentence in using 5W+1H questions

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4. The students are able to identify the appropriate auxiliary verb (*do/does/did/will*)
5. The students are able to identify the appropriate complement (*verb*) for verbal question sentence in using 5W+1H questions.

Indicators for variable Y (Students' speaking ability in asking information) based on Haris (1969):

1. The students are able to use 5W+1H questions in a good pronunciation
2. The students are able to ask information by using 5W+1H questions grammatically
3. The students are able to speak by using 5W+1H questions fluently
4. The students are able to use 5W+1H questions with appropriate vocabulary in term of asking information
5. The students are able to comprehend well what speaker said related with the use of 5W+1H questions

D. The Assumption and Hypothesis

1. Assumption

Learning a language means understand and know how to use its language correctly. Learning a language without learning its form

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means learning process is not completed. The same as learning a language without practicing is not effective because learning a language is a practical knowledge that needs the learners to practice their language knowledge in order to master that language fully. Thus, in learning English language, the students are expected to be able to have a good ability in English whether in written and spoken form, in grammatical and practical. If the students are good in linguistic competence, their skills are expected good as well.

In asking and giving information situation, someone is required to be able to know and understand how to use 5W+1H questions correctly in order to make communication running well. In line with idea above, Virgini et. al states that if someone wants to know the information more than *yes/no* answer, he/she should use question words (Virgini Catmur, Jennifer Stanley-Smith, 2017). Then, it could be said that the more students understand how use 5W+1H questions so the more students are able to ask something in asking information. If the students already get their understanding in construct a correct question sentence, it will give positive effect in their speaking ability that will hopefully be increased because of they do not waste time what, when and how to use each of 5W+1H questions itself.

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Based on the explanation above, the researcher assumes that there is a correlation between the students' 5W+1H questions understanding and their speaking ability in asking information. If the students are good in constructing a question sentence by using 5W+1H so their speaking ability in asking information will be good as well. In other words, the better students' 5W+1H questions understanding (variable X) and they have the better speaking ability in asking information (variable Y).

2. Hypothesis

Hypothesis is the result possibility of the research. Thus, the writer proposed hypothesis as follows:

Ho: There is no significant correlation between students' 5W+1H questions understanding and their speaking ability in asking information.

Ha: There is a significant correlation between students' 5W+1H questions understanding and their speaking ability in asking information.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter explained about the methodology used in this research. The purpose of this chapter section was to help the researcher about how to do this research later on. The sections of this chapter consisted of research design, time and location, object and subject, population and sample, techniques of data collection, validity and reliability of the instrument, techniques of data analysis.

A. Research Design

This research used quantitative as a correlational research design. Creswell (2012) referred a correlation to a statistical test to determine the pattern for two (or more) variables or two sets of data to vary consistently. Correlational research was used when to seek the relation of two or more variables to see if they influence each other (Lodico, Spaulding, & Voegtle, 2010). As addition, correlational research design consisted of the strength between variables (Donal Ary, 2010). Thus, in this clear that correlational research design was used to know and measure the relationship between variables. This correlation research design was used because this research wanted to examine the correlation between students' 5W+1H questions understanding and their speaking ability in asking information. There were two variables in this research, students' 5W+1H questions understanding as independent variable (variable X) and their speaking ability in asking information as dependent variable (variable Y).

B. Time and Location of the Research

This research was carried out on November 2019 at State Senior High School 1 Tualang.

C. Subject and Object of the Research

The subject of this research was the tenth grade students of State Senior High School 1 Tualang in the academic year 2019/2020. The object of this research was the students' 5W+1H questions understanding and their speaking ability in asking information.

D. Population and Sample of the Research

1. Population of the Research

Population of this research included all science class of X grade students of State Senior High School 1 Tualang. The total population was 281 students. The distribution of the population can be seen in table III.1:

Table III.1
Population of the Research

No	Class	Number of Students
1.	X Science 1	35
2.	X Science 2	36
3.	X Science 3	35
4.	X Science 4	34
5	X Science 5	36
6	X Science 6	34
7	X Science 7	36
8	X Science 8	35
Total		281

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2. Sample of the Research

Considering the number of population was relatively large, thus the researcher took a class as the sample by using simple random sampling which every student had the same opportunity to be selected as the sample. In line with statement above, Arikunto (2013) states that if the total population of the research is less than 100 then the researcher should take all of the population to be the sample, meanwhile, when the total population more than 100 the researcher could take 10% until 15% or 20% and more than it from the total population to be selected as the sample of the research. Thus, in this research the researcher took 10% from the total of students as the sample which means the total sample was 28 students.

The selected sample can be seen in table III.2:

Table III.2
Sample of the Research

No	Class	Number	% Sample
1.	X Science 1	35	
2.	X Science 2	36	
3.	X Science 3	35	
4.	X Science 4	34	
5	X Science 5	36	
6	X Science 6	34	
7	X Science 7	36	
8	X Science 8	35	
Total		281	28



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In obtaining the students for sample in this research as stated before the researcher used simple random sampling in choosing the sample from population. Then, in choosing it the researcher took the name of students from the attendant list randomly class by class.

E. Data Collection Technique

1. Test

Brown (2004) stated that test is a way to find the number of ability, knowledge or performance of someone. Thus, in this research the researcher used tests to find out the students' understanding in 5W+1H questions and their ability in speaking especially in asking information. There were two tests which are used by the researcher in this research, namely written and oral test.

a. Written test

In this collecting the data, the researcher used written test as the way to measure students' understanding in using 5W+1H questions. According to Anas Sujiono (1996), written test is a test that is given in written form then the answer will be given in written form as well. Then, the students were asked to answer some questions regarding to the use 5W+1H questions in order to know their understanding on it. As addition, the students were being assessed by seeing their ability in constructing question sentences based on the words provided before. They were given answer related to the use of 5W+1H questions, thus

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they should choose the appropriate word in order to make a correct question sentence.

Table III.3
Blueprint of Written Test for Students' 5W+1H Questions Understanding

Variable	Indicators	Items
Students' 5W+1H Questions Understanding	The students are able to identify each use of 5W+1H questions, namely, <i>what, when, where, who, why</i> and <i>how</i>	1,2,3,4,7,8,23
	The students are able to identify the appropriate be (<i>am/is/are/was/were/will be</i>) in completing the question sentence by using 5W+1H questions	12,13,14,15,16
	The students are able to identify the appropriate non-verb complement (<i>adjective, adverb, noun</i>) for nominal question sentence in using 5W+1H questions	11,21,25,27
	The students are able to identify the appropriate auxiliary verb (<i>do/does/did/will</i>)	5,6,9,10,24
	The students are able to identify the appropriate complement (<i>verb</i>) for verbal question sentence in using 5W+1H questions	17,18,19,20,22, 26

2. Oral Test

There are many reasons why a test is needed to be conducted, one of the reasons according Ur (1996) is to give the information where the students are at the moment, and to help decide what to teach next. Thus, in obtaining the data about students' speaking ability the researcher used oral test to know their ability. As addition, according to Ur (1996), there are many techniques of speaking test to test speaking ability, but one of them is making dialogue. So, in this research the researcher would ask the

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students to make a dialogue. Then, in conclusion, the students did the test between a person to another person or on the others word, it was not interaction between a person with piece of a paper anymore.

The students were asked to do short dialogue in front the class. They should do the dialogue with their pairs. The students were given three themes about themselves, which were about their family, hobby or daily activity. In this test, they should find information about their pairs' self and telling about themselves too one by one by using 5W+1H questions in asking the information about it.

While the students were doing the dialogue, the researcher would record their ability in speaking especially for asking information. The students should be able to do transactional dialogue in term of asking information about themselves. Then the result of the recording would be assessed by two raters that would help the researcher to assess their ability in speaking.

F. Validity and Reliability

1. Validity

Validity meant a valid test that was used to measure what it has been proposed to be measured in a certain subject. It means that validity was the extent to which inferences made from assessment results were appropriate, meaningful, and useful in terms of the purpose of the assessment (Creswell, 2012). In the same with idea before, Huges



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(1989) said that a test was could be said as a valid test if the test was measureable as the intention for what it was being measured. Thus, it can be said that among the test, the process of measurement, and the purpose should be in one line.

According to Brown (2004), there were four types of validity they are content validity, construct validity, criterion validity, and consequential validity. In this research, to know the validity of the written test, the researcher used content validity. Content validity is useful when the possibilities of questions tests were well known and identified. As addition, content validity which occur when the students were assessed by the contents that have been taught and the assessment looks for the students' behavior relating to the contents itself (Hudges, 1989).

a. Validity of Students' 5W+1H Questions Understanding Test

To analyze the validity of students' 5W+1H questions understanding, the researcher used SPSS 16.0 program. The researcher conducted a try out to 35 items by handing them to 28 students at tenth grade of science class who were not included in the research sample. The researcher compared robserved to rtable at significant level of 5% is 0.374 ($df=N-2=26$). The robserved of each item should be higher than the rtable to be considered as a valid question. If robserved on the analysis is less than rtable, it can be concluded that these items were not significantly correlated with the total score (declared invalid) and must be removed or corrected.

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Table III.4
Validity of Students' 5W+1H Questions Understanding Test

Item No.	R observed	Rtable	Status
Item 1	0.402	0.374	Valid
Item 2	0.427	0.374	Valid
Item 3	0.454	0.374	Valid
Item 4	0.656	0.374	Valid
Item 5	0.450	0.374	Valid
Item 6	0.538	0.374	Valid
Item 7	-0.114	0.374	Invalid
Item 8	0.672	0.374	Valid
Item 9	0.672	0.374	Valid
Item 10	0.407	0.374	Valid
Item 11	0.008	0.374	Invalid
Item 12	0.396	0.374	Valid
Item 13	0.546	0.374	Valid
Item 14	0.448	0.374	Valid
Item 15	0.149	0.374	Invalid
Item 16	0.533	0.374	Valid
Item 17	0.507	0.374	Valid
Item 18	0.672	0.374	Valid
Item 19	0.478	0.374	Valid
Item 20	0.483	0.374	Valid
Item 21	-0.126	0.374	Invalid
Item 22	0.246	0.374	Invalid
Item 23	0.397	0.374	Valid
Item 24	0.386	0.374	Valid
Item 25	0.000	0.374	Invalid
Item 26	0.533	0.374	Valid
Item 27	0.119	0.374	Invalid
Item 28	0.672	0.374	Valid
Item 29	0.022	0.374	Invalid
Item 30	0.672	0.374	Valid
Item 31	0.658	0.374	Valid
Item 32	0.662	0.374	Valid
Item 33	0.442	0.374	Valid
Item 34	0.546	0.374	Valid
Item 35	0.573	0.374	Valid

Based on the try out result of the instrument validity to the 35 items, it showed that eight items were not valid because r-observed (-0.114, 0.008, 0.149, -0.126, 0.246, 0.000, 0.119 and 0.022) were lower than r-table (0.374). It means that the researcher

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should remove the invalid items number 7, 11, 15, 21, 22, 25, 27 and 29 from the questions.

b. Validity of Students' Speaking Ability in Asking Information

In order to know the validity of speaking ability test, the researcher used content validity. Content validity is useful when the possibilities of format of the instrument were well known and identified. As addition, content validity which occur when the students were assessed by the contents that have been taught and the assessment looks for the students' behavior relating to the contents itself (Hudges, 1989). On the other words, how appropriate the content or format is with the students itself. Thus, the researcher gave the test based on the material that was studied by the students.

2. Reliability

According to Brown (2004), reliability meant that the assessment was consistent and dependable. It meant that the same test was given to the same type of respondent, the scores were gotten were not significantly different no matter who was scored and who scored. In addition, reliable test tried to minimize the errors in assessing the respondent that could be affected by the other factors, like condition, occasion, or situation.

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According to Cohen et.al (2007), the guidelines for reliability were as follows:

Table III.5
The Level of Reliability of the Research

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

a. Reliability of Students' 5W+1H Questions Understanding

To obtain the reliability of students' 5W+1H questions understanding, the researcher used SPSS 16.0 program to find out whether yes or not the test was reliable. In this research, the researcher conducted the test twice to re-test the instrument of the test or it is called by test re-tests reliability (Sugiyono, 2014).

Table III.6
Reliability Statistics of Students' 5W+1H Questions Understanding

Cronbach's Alpha	N of Items
.893	35

Based on the table III.6, it can be seen the value of Cronbach's alpha was 0.893. The value was higher than the standard Cronbach's alpha which was 0.60. Therefore, it can be concluded the test was reliable, and the level of reliability was highly reliable.

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b. Reliability of Students' Speaking Ability in Asking Information

In obtaining the reliability of the speaking test, the researcher used inter-rater reliability. It was because in this research, the researcher used two raters to measure students' score speaking ability. Inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention or even preconceived biases (Brown, 2004). So, inter rater reliability means that the measurements among two raters are not different in term of the same test.

Then, the researcher applied SPSS 16.0 application to find the reliability of the test based on Cronbach's Alpha technique.

Table III.7
Reliability Statistics of Students' Speaking Ability

Cronbach's Alpha	N of Items
.809	2

From the table above, it shows that the calculation of rater 1 and rater 2 is 0.809. It means that the test is reliable.

G. Normality Test

The normality test was used to know whether the distribution of the data is normal or not. Then, the researcher used SPSS 16.0 program

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version for normality test about X variable “Students’ 5W+1H questions understanding” and Y variable “Students’ speaking ability in asking information”.

Table III.8
Test of Normality
One-Sample Kolmogorov-Smirnov Test

		VariableX	VariableY
N		28	28
Normal Parameters ^a	Mean	69.61	70.79
	Std. Deviation	13.796	4.131
Most Extreme Differences	Absolute	.196	.139
	Positive	.093	.122
	Negative	-.196	-.139
Kolmogorov-Smirnov Z		1.039	.735
Asymp. Sig. (2-tailed)		.231	.653

a. Test distribution is Normal.

For normality test, if the significance level (Asymp. Sig) is bigger than 0.05, then the data distribution is normal. From the data above, it was found that the Sig.value of students’ 5W+1H questions understanding was 0.231 and students’ speaking ability in asking information was 0.653. It can be concluded that the data distribution was normal. Therefore, the analysis of correlation for students’ 5W+1H questions understanding and their speaking ability in asking information can be continued.

H. Linearity Test

The linearity test was used to know if there was significant linearity relationship between two variables. In this case, the researcher

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used SPSS 16.0 for linearity test. In the following table, the linearity test result between students' 5W+1H questions understanding and their speaking ability in asking information was shown.

Table III.9
ANOVA for Linearity

ANOVA Table							
			Sum of		Mean		
			Squares	df	Square	F	Sig.
VariableY * VariableX	Between	(Combined)	232.764	11	21.160	1.485	.229
	Groups	Linearity	170.360	1	170.360	11.958	.003
		Deviation from Linearity	62.404	10	6.240	.438	.906
	Within Groups		227.950	16	14.247		
Total			460.714	27			

The table above showed the significance level 0.906 which higher than 0.05. It means, there was a linear relationship between students' 5W+1H questions understanding and their speaking ability in asking information. Since the data was distributed normal and linear, so this research was statistical analysis which used parametric procedure, which was Pearson Product Moment. That statement was in line with Riduwan's (2010) who stated that the condition of using Pearson Product Moment formula in correlational research was if the data distributed normally and linear.

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I. Data Analysis Technique

For the technique of data analysis, the researcher applied a quantitative analysis. According to Creswell (2012), quantitative research describes a research problem through a description of trends or a need for an explanation of the relationship among variables by collecting numeric data from a large number of people using instruments with preset questions and responses.

The researcher used some techniques to answer the research questions as follows:

- For the data of 5W+1H questions understanding and speaking ability in asking information, the mean score was scored by using formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\sum x$ = Total of students score

N = Total of students

Classification for students' score based on Arikunto (2013, p.281) below:

Table III.10
The Classification of Students' Score

No.	Score	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

Adopted from (Arikunto, 2013, p. 281)

- To analyze the correlation between students' 5W+1H questions understanding and their speaking ability in asking information, the

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researcher used Pearson product moment correlation coefficient (r) by SPSS 16.0 program for windows. The product moment correlation coefficient was obtained by considering the degree of freedom (df) = $N - nr$, (N = number of sample, nr = number of variable) Statistically, the hypotheses are:

$$H_a: r_o > r_{table}$$

$$H_o: r_o \leq r_{table}$$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between students' 5W+1H questions understanding and their speaking ability in asking information.

H_o is accepted if $r_o \leq r_{table}$ or there is no significant correlation between students' 5W+1H questions understanding and their speaking ability in asking information.

Then, the strength of correlation is interpreted based on coefficient correlation in the table below:

Table III.11
The Interpretation of Correlation Coefficient

Coefficient Interval	Interpretation
0.80-1.000	Very Strong
0.60-0.799	Strong
0.40-0.599	Average
0.20-0.399	Weak
0.00-0.199	Very weak

Adopted from (Riduwan, 2010, p.136)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out whether there is a significant correlation between students' 5W+1H questions understanding and their speaking ability in asking information of the tenth grade students at State Senior High School 1 Tualang or not. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. The mean score of tenth grade students' understanding in using 5W+1H questions at State Senior High School 1 Tualang is 69.6. It is categorized as "**Good**" level.
2. The mean score of tenth grade students' speaking ability in asking information at State Senior High School 1 Tualang is 70.8. It is categorized as "**Good**" level.
3. There is a significant correlation between students' 5W+1H questions understanding and their speaking ability in asking information of the tenth grade at State Senior High School 1 Tualang "**Strong**" level (0.608). It can be said that Students' 5W+1H Questions Understanding of the tenth grade students at State Senior High School 1 Tualang has a contribution on Speaking Ability in Asking Information. 36.96 % of Students'



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Speaking Ability in Asking Information was influenced by 5W+1H Questions Understanding.

B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

1. For the teachers, it is important to know that 5W+1H Questions Understanding of the tenth grade students at State Senior High School 1 Tualang has a contribution on Speaking Ability in Asking Information. So, it is good for the teacher to try collaborating particular ways to raise their 5W+1H questions understanding especially in asking information related to self-information. No matter what, 5W+1H questions understanding is needed in speaking ability especially in asking information.
2. For the students, their speaking ability is also on good level, but they mostly got low score in the aspect of grammar and fluency. The students did find it difficult to deal and use appropriate grammar. Then, practicing a lot how to use and construct a good question sentence is a good way to improve their understanding of it.
3. For future researchers, it is important to be able to understand the theories of 5W+1H questions understanding and speaking ability in asking information well. Then, in doing research the researchers should be aware what level of students that they are going to test. So,

the choice of aspects or indicators which are based on what they learn at school should be taken as the consideration. Lastly, it is important that the students already learn and understand about 5W+1H questions in asking information, especially for using questions related to self-information, in order to get relevant and reliable result in doing research.

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APPENDIX I

The Syllabus of the Tenth Grade Students for the First Semester

UIN SUSKA RIAU



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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)</p> <p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/ di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his, dsb.</i> - Kata tanya <i>Who? Which? How? Dst.</i> - Nomina 	<p>3.1.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks pemaparan jati diri sesuai dengan konteks penggunaannya</p> <p>3.1.2 Menyebutkan fungsi social ungkapan-ungkapan untuk memaparkan jati diri</p> <p>3.1.3 Membedakan ungkapan-ungkapan yang digunakan dalam pemaparan jati diri sesuai dengan konteks penggunaannya.</p> <p>4.1.1. Merespon teks lisan mengenai pemaparan jati diri</p> <p>4.1.2. Membuat percakapan tertulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri.</p> <p>4.1.3. Mendemonstrasikan percakapan mengenai pemaparan jati</p>	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang



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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran
informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik</p> <p>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	diri.	proses dan hasil belajarnya

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APPENDIX II

The Written Test for 5W+1H Questions Understanding Try Out

UIN SUSKA RIAU



INSTRUMEN PENELITIAN BAHASA INGGRIS

Nama :

Kelas :

DIRECTIONS/ PETUNJUK:

Please, make a question sentence by using question words (*what, when, where, who, why and how*) that already provided in the questions below.

Buatlah kalimat tanya menggunakan kata tanya yang telah tersedia di soal dan pilihlah kata tanya (*what, when, where, who, why and how*) yang sesuai dengan jawaban yang ada di soal.

If the question words are already written in the answer sheet, then please complete the sentence with the appropriate auxiliary words (*be, auxiliary verb, noun, adjective, adverb, and verb*) which are already provided in the questions below in order to make a good question sentence grammatically.

Jika kata tanya sudah tersedia, maka lengkapilah kalimat tanya tersebut dengan kata-kata bantu (*be, auxiliary verb, noun, adjective, adverb and verb*) yang telah disediakan di soal, dan pilih kata yang sesuai untuk membuat kalimat tanya yang benar sesuai aturan struktur kebahasaan.

Your answer will not affect your score in school. So, please answer the questions below based on the instruction!

Jawaban yang anda berikan tidak akan berpengaruh kepada nilai. Jawablah pertanyaan di bawah ini sesuai dengan perintah yang diberikan!

1. 'She goes to Jakarta today'

When =

How =

2. 'It is in my bag'

Where =

What =

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3. 'My brother and his friend like music'
Who =
Why =
4. 'She goes to the university by train'
What =
How =
5. 'I will call my mother'
Will = Who
Do = Who
6. 'My father speaks a lot of languages' ---
Do = How many languages
Does = How many languages
7. 'My aunt's plane arrives at 8 am'
Does = What time
Is = What time
8. 'My mother cooks fried rice for me'
What =
Where =
9. 'She cried because her cat was lost'
Why =
How =
10. 'I went to the school by bicycle'
Did = How
Does = How
11. 'I live in Pekanbaru'
Did = Where
Do = Where

UIN SUSKA RIAU



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12. 'My brother liked teaching'
Did = What
is = What
13. 'She was sad because she was failed in her test'
Sad = Why was she
Cry = Why was she
14. 'My father is in office'
Is = Where
Does = Where
15. 'My family are well'
Are = How
do = How
16. 'My sister will be here by the following morning'
Will = When
will be = When
17. 'I was happy. Yesterday was my birth day'
do = Why
were= Why
18. 'It was the pen that I wanted'
Was = What
Did = What
19. 'I am from Pekanbaru'
Are = Where
Do = Where
20. 'She looks like her mother'
Look = How
Like = How



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21. 'It was interesting. I traveled a lot'
Your holiday = How
Traveled = How
22. 'My father will go to Jakarta'
Go = Where
Is = Where
23. 'He gets tired because of his activity today'
Get = Why
His activity = Why
24. 'My little sister travels to Japan today'
Travel = Where
Travels = Where
25. 'I study English everyday'
Study = When
Everyday = When
26. 'My father works at hospital as a doctor'
Work = Where
Works = Where
27. 'I am 17 years old'
How =
When =
28. 'My house is beautiful because it is clean'
Beautiful = Why
Clean = Why
29. 'My mother's eyes are dark brown'
Eyes = What color
My mother = What color



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30. 'I come from Padang'
Come = Where
Comes = Where
31. 'I need milk for my breakfast every day'
What =
Why =
32. 'I like listening to music'
Do = What
Is = What
33. 'My brother will be here next month'
My brother = Who will be
Here = Who will be
34. 'He loves his family so much'
Love = Who
Loves = Who
35. 'My nationality is Indonesia'
Nationality = What
Indonesia = What

UIN SUSKA RIAU



INSTRUMEN PENELITIAN BAHASA INGGRIS

Muhammad Farri

DIRECTIONS/ PETUNJUK:

Please, make a question sentence by using question words (*what, when, where, who, why* and *how*) that already provided in the questions below.

Buatlah kalimat tanya menggunakan kata tanya yang telah tersedia di soal dan pilihlah kata tanya (*what, when, where, who, why* and *how*) yang sesuai dengan jawaban yang ada di soal.

If the question words are already written in the answer sheet, then please complete the sentence with the appropriate auxiliary words (*be, auxiliary verb, noun, adjective, adverb, and verb*) which are already provided in the questions below in order to make a good question sentence grammatically.

Jika kata tanya sudah tersedia, maka lengkapilah kalimat tanya tersebut dengan kata-kata bantu (*be, auxiliary verb, noun, adjective, adverb and verb*) yang telah disediakan di soal, dan pilih kata yang sesuai untuk membuat kalimat tanya yang benar sesuai aturan struktur kebahasaan.

Your answer will not affect your score in school. So, please answer the questions below based on the instruction!

Jawaban yang anda berikan tidak akan berpengaruh kepada nilai. Jawablah pertanyaan di bawah ini sesuai dengan perintah yang diberikan!

'She goes to Jakarta today' *she go to Jakarta ?*
When = *when does she go to Jakarta ?*
How =

'It is in my bag'
Where = *where is my Penkil ?*
What =

'My brother and his friend like music'
Who =
Why = *why likes musik ?*

'She goes to the university by train'
What = *what does she go to the university ?*
How =

5. 'I will call my mother'
Will = Who
Do = Who

1. Dilarang menyalin atau menjiplak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



6. 'My father speaks a lot of languages' --

Do = How many languages *Do your father speak?* ✓

Does = How many languages

'My aunt's plane arrives at 8 am'

Does = What time *Does your aunt's plane arrive?* ✓

Is = What time

'My mother cooks fried rice for me'

What =

Where = *Where does your mother work?* ✗

'She cried because her cat was lost'

Why = *Why did she cry last night?* ✓

How =

10. 'I went to the school by bicycle'

Did = *How did you go to school?* ✓

Does = How

1. 'I live in Pekanbaru'

Did = Where

Do = *Where do you live?* ✓

2. 'My brother liked teaching'

Did = What

is = *What is your brother like?* ✗

3. 'She was sad because she was failed in her test'

Sad = Why was she

Cry = *Why was she cry?* ✗

14. 'My father is in office'

Is = Where

Does = *Where does your father?* ✗

15. 'My family are well'

Are = How

do = *How do your family?* ✗

16. 'My sister will be here by the following morning'

Will = When

will be = *When will your sister be here?* ✓

17. 'I was happy. Yesterday was my birth day'

do = Why

were = *Why were you happy?* ✓

18. 'It was the pen that I wanted'

Was = *What was it?* ✓

Did = What

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- [illegible]



31. 'I need milk for my breakfast every day'

What = what do you need for your breakfast? ✓

Why =

32. 'I like listening to music'

Do = What do you like? ✓

Is = What

33. 'My brother will be here next month'

My brother = Who will be ✓

Here = Who will be here next month? ✓

34. 'He loves his family so much'

Love = Who love his family? ✓

Loves = Who

35. 'My nationality is Indonesia'

Nationality = What

Indonesia = What is Indonesia? ✓

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX III

The Validity of The Written Test of 5W+1H Questions

UIN SUSKA RIAU



Tabel Nilai Koefisien Korelasi " r " Product Moment taraf signifikan 5% dan 1% (two tailed test)*

df	TARAF SIGNIFIKAN		df	TARAF SIGNIFIKAN	
	5%	1%		5%	1%
1	0,997	1,000	24	0,388	0,496
2	0,950	0,990	25	0,381	0,487
3	0,878	0,959	26	0,374	0,478
4	0,811	0,917	27	0,367	0,470
5	0,754	0,874	28	0,361	0,463
6	0,707	0,834	29	0,355	0,456
7	0,666	0,798	30	0,349	0,449
8	0,632	0,765	35	0,325	0,418
9	0,602	0,735	40	0,304	0,393
10	0,576	0,708	45	0,288	0,372
11	0,553	0,684	50	0,273	0,354
12	0,532	0,661	60	0,250	0,325
13	0,514	0,641	70	0,232	0,302
14	0,497	0,623	80	0,217	0,283
15	0,482	0,606	90	0,205	0,267
16	0,468	0,590	100	0,195	0,254
17	0,456	0,575	125	0,174	0,228
18	0,444	0,561	150	0,159	0,208
19	0,433	0,549	200	0,138	0,181
20	0,423	0,537	300	0,113	0,148
21	0,413	0,526	400	0,098	0,128
22	0,404	0,515	500	0,088	0,115
23	0,369	0,505	1000	0,062	0,081

* Diambil kembali dari Stephen Isaac & William B. Michael, *Handbook in Research and Evaluation*, California, Edits, 1982, hal : 230.



Students

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	0	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
4	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1
6	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1
7	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1
11	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
12	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1
13	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1
14	1	1	1	1	0	0	1	0	0	1	1	1	1	1	0	0	1
15	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1
16	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1
17	1	1	1	1	0	1	1	0	1	1	1	1	0	0	0	0	1
18	1	1	0	0	0	1	1	0	1	1	1	1	0	0	0	0	1
19	1	1	0	1	0	0	0	1	0	1	1	0	0	1	0	0	1
20	1	1	0	1	0	0	0	1	1	0	1	0	0	1	0	0	1
21	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1
22	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1
23	1	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	1
24	1	1	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0
25	1	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0
26	1	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1
27	1	1	0	0	0	1	0	0	0	1	1	1	0	1	0	0	1
28	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0
Total	27	21	15	18	14	22	14	17	17	26	24	17	14	20	8	23	26
Observed	0,402	0,427	0,454	0,656	0,45	0,538	-0,114	0,672	0,672	0,407	0,008	0,396	0,546	0,448	0,149	0,533	0,507
table	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374
Result	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Invalid	Valid	Valid

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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[illegible]

Items

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX IV

The Written Test for 5W+1H Questions Understanding

UIN SUSKA RIAU



INSTRUMEN PENELITIAN BAHASA INGGRIS

Nama :

Kelas :

DIRECTIONS/ PETUNJUK:

Please, make a question sentence by using question words (*what, when, where, who, why and how*) that already provided in the questions below.

Buatlah kalimat tanya menggunakan kata tanya yang telah tersedia di soal dan pilihlah kata tanya (*what, when, where, who, why and how*) yang sesuai dengan jawaban yang ada di soal.

If the question words are already written in the answer sheet, then please complete the sentence with the appropriate auxiliary words (*be, auxiliary verb, noun, adjective, adverb, and verb*) which are already provided in the questions below in order to make a good question sentence grammatically.

Jika kata tanya sudah tersedia, maka lengkapilah kalimat tanya tersebut dengan kata-kata bantu (*be, auxiliary verb, noun, adjective, adverb and verb*) yang telah disediakan di soal, dan pilih kata yang sesuai untuk membuat kalimat tanya yang benar sesuai aturan struktur kebahasaan.

Your answer will not affect your score in school. So, please answer the questions below based on the instruction!

Jawaban yang anda berikan tidak akan berpengaruh kepada nilai. Jawablah pertanyaan di bawah ini sesuai dengan perintah yang diberikan!

1. 'She goes to Jakarta today'

When =

How =

2. 'It is in my bag'

Where =

What =

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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3. 'My brother and his friend like music'
Who =
Why =
4. 'She goes to the university by train'
What =
How =
5. 'I will call my mother'
Will = Who
Do = Who
6. 'My father speaks a lot of languages' ---
Do = How many languages
Does = How many languages
7. 'My mother cooks fried rice for me'
What =
Where =
8. 'She cried because her cat was lost'
Why =
How =
9. 'I went to the school by bicycle'
Did = How
Does = How
10. 'My brother liked teaching'
Did = What
is = What
11. 'She was sad because she was failed in her test'
Sad = Why was she
Cry = Why was she



Hak Cipta Dilindungi Undang-Undang

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

12. 'My father is in office'
Is = Where
Does = Where
13. 'My sister will be here by the following morning'
Will = When
will be = When
14. 'I was happy. Yesterday was my birth day'
do = Why
were = Why
15. 'It was the pen that I wanted'
Was = What
Did = What
16. 'I am from Pekanbaru'
Are = Where
Do = Where
17. 'She looks like her mother'
Look = How
Like = How
18. 'He gets tired because of his activity today'
Get = Why
His activity = Why
19. 'My little sister travels to Japan today'
Travel = Where
Travels = Where
20. 'My father works at hospital as a doctor'
Work = Where
Works = Where



Hak Cipta Dilindungi Undang-Undang

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

21. 'My house is beautiful because it is clean'

Beautiful = Why

Clean = Why

22. 'I come from Padang'

Come = Where

Comes = Where

23. 'I need milk for my breakfast every day'

What =

Why =

24. 'I like listening to music'

Do = What

Is = What

25. 'My brother will be here next month'

My brother = Who will be

Here = Who will be

26. 'He loves his family so much'

Love = Who

Loves = Who

27. 'My nationality is Indonesia'

Nationality = What

Indonesia = What

UIN SUSKA RIAU



INSTRUMEN PENELITIAN BAHASA INGGRIS

Shinta waty

DIRECTIONS/ PETUNJUK:

Please, make a question sentence by using question words (*what, when, where, who, why and how*) that already provided in the questions below.

Buatlah kalimat tanya menggunakan kata tanya yang telah tersedia di soal dan pilihlah kata tanya (*what, when, where, who, why and how*) yang sesuai dengan jawaban yang ada di soal.

If the question words are already written in the answer sheet, then please complete the sentence with the appropriate auxiliary words (*be, auxiliary verb, noun, adjective, adverb, and verb*) which are already provided in the questions below in order to make a good question sentence grammatically.

Jika kata tanya sudah tersedia, maka lengkapilah kalimat tanya tersebut dengan kata-kata bantu (*be, auxiliary verb, noun, adjective, adverb and verb*) yang telah disediakan di soal, dan pilih kata yang sesuai untuk membuat kalimat tanya yang benar sesuai aturan struktur kebahasaan.

Your answer will not affect your score in school. So, please answer the questions below based on the instruction!

Jawaban yang anda berikan tidak akan berpengaruh kepada nilai. Jawablah pertanyaan di bawah ini sesuai dengan perintah yang diberikan!

1. 'She goes to Jakarta today'

When = When does she go to Jakarta? ✓

How =

2. 'It is in my bag'

Where = Where is my book? ✓

What =

3. 'My brother and his friend like music'

Who = Who likes music? ✓

Why

4. 'She goes to the university by train'

What

How = How does she go to the university? ✓

5. 'I will call my mother'

Will = Who will you call? ✓

Do = Who

6. 'My father speaks a lot of languages' ---

Do = How many languages do your father speak in? ✓

Does = How many languages

1. Hak Cipta Dilindungi Undang-Undang
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

1. Hak Cipta Dilindungi Undang-Undang

My mother cooks fried rice for me'

What = What does your mother cook? ✓

Where =

She cried because her cat was lost'

Why = Why did she cry last night? ✓

How

I went to the school by bicycle'

Did = How did you go to the school? ✓

Does = How

10. 'My brother liked teaching'

Did = What does your brother like? x

is = What

11. 'She was sad because she was failed in her test'

Sad = Why was she sad? ✓

Cry = Why was she

12. 'My father is in office'

Is = Where is your father? ✓

Does = Where

13. 'My sister will be here by the following morning'

Will = When will your sister here x

will be = When

14. 'I was happy. Yesterday was my birth day'

do = Why

were = Why were you happy ✓

15. 'It was the pen that I wanted'

Was = What is it? x

Did = What

16. 'I am from Pekanbaru'

Are = Where are you from? ✓

Do = Where

17. 'She looks like her mother'

Look = How does she look like ✓

Like = How

18. 'He gets tired because of his activity today'

Get = Why

His activity = Why x



19. 'My little sister travels to Japan today'

Travel = Where
Travels = Where

does your little sister travel today ?

20. 'My father works at hospital as a doctor'

Work = Where
Works = Where

does your father work ?

21. 'My house is beautiful because it is clean'

Beautiful = Why
Clean = Why

is your house beautiful

22. 'I come from Padang'

Come = Where
Comes = Where

do you come from

23. 'I need milk for my breakfast every day'

What =
Why =

what do you need for your breakfast everyday

24. 'I like listening to music'

Do = What
Is = What

do you like ?

25. 'My brother will be here next month'

My brother = Who will be

Here = Who will be here next month ?

26. 'He loves his family so much'

Love = Who
Loves = Who

love family

27. 'My nationality is Indonesia'

Nationality = What
Indonesia = What

is your nationality

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



INSTRUMEN PENELITIAN BAHASA INGGRIS

SR MAHARANI

DIRECTIONS/ PETUNJUK:

Please, make a question sentence by using question words (*what, when, where, who, why and how*) that already provided in the questions below.

Buatlah kalimat tanya menggunakan kata tanya yang telah tersedia di soal dan pilihlah kata tanya (*what, when, where, who, why and how*) yang sesuai dengan jawaban yang ada di soal.

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Your answer will not affect your score in school. So, please answer the questions below based on the instruction!

Jawaban yang anda berikan tidak akan berpengaruh kepada nilai. Jawablah pertanyaan di bawah ini sesuai dengan perintah yang diberikan!

1. 'She goes to Jakarta today'

When =

How = How does she go to Jakarta?

2. 'It is in my bag'

Where = where is my book?

What =

3. 'My brother and his friend like music'

Who

Why = Why do my brother and his friend like music?

4. 'She goes to the university by train'

What = what does she go to the university?

How

5. 'I will call my mother'

Will = Who will you call?

Do = Who

6. 'My father speaks a lot of languages' ---

Do = How many languages do your father speaks in?

Does = How many languages

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



7. 'My mother cooks fried rice for me'
What = What does your mother cook?

Where =

8. 'She cried because her cat was lost'
Why = Why did she cry last night?

How =

9. 'I went to the school by bicycle'
Did = How did you go to school?
Does = How

10. 'My brother liked teaching'
Did = What
is = What is your brother like?

11. 'She was sad because she was failed in her test'
Sad = Why was she sad?
Cry = Why was she

12. 'My father is in office'
Is = Where is your father?
Does = Where

13. 'My sister will be here by the following morning'
Will = When will your sister here?
will be = When

14. 'I was happy. Yesterday was my birth day'
do = Why
were = Why were you happy?

15. 'It was the pen that I wanted'
Was = What was it?
Did = What

16. 'I am from Pekanbaru'
Are = Where
Do = Where do you from?

17. 'She looks like her mother'
Look = How does she look like?
Like = How

18. 'He gets tired because of his activity today'
Get = Why
His activity = Why is his activity?

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
19. 'My little sister travels to Japan today'
 Travel = Where
 Travels = Where *does your little sister travels today?* X
20. 'My father works at hospital as a doctor'
 Work = Where
 Works = Where *does your father work?* ✓
21. 'My house is beautiful because it is clean'
 Beautiful = Why
 Clean = Why *is your house beautiful?* ✓
22. 'I come from Padang'
 Come = Where
 Comes = Where *do you come from?* ✓
23. 'I need milk for my breakfast every day'
 What
 Why = *why do you need breakfast?* X
24. 'I like listening to music'
 Do = What
 Is = What *is you like?* X
25. 'My brother will be here next month'
 My brother = Who will be
 Here = Who will be *here next month?* ✓
26. 'He loves his family so much'
 Love = Who
 Loves = Who *do love his family?* X
27. 'My nationality is Indonesia'
 Nationality = What
 Indonesia = What *is your nationality?* ✓

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APPENDIX V

The Result of Students' Understanding in Written Test

UIN SUSKA RIAU

[illegible]

State Islamic University of Sultan Syarif Kasim

- | Students | Answers |
|---|--|
| 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: | <p>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> |
| 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau. | |

[illegible]

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX VI

The Oral Test for Students' Speaking Ability

UIN SUSKA RIAU

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SPEAKING INSTRUMENT

DIRECTIONS:

1. The test is conducted to find students' ability in speaking at the tenth grade of SMAN 1 Tualang
2. This test is only used for a research purpose, and it will not influence your English score
3. Thanks for your participation in doing this test

INSTRUCTIONS:

1. Please, choose your partner
2. Then, choose and decide with your partner what topic you are going to talk about (family, hobby, daily activity)
3. Next, do short dialogue with your friend by using 5W+1H questions in asking information about your partner's self

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX VII

The Students' Score Got from Two Raters

UIN SUSKA RIAU



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Hak Cipta Dilindungi Undang-Undang

STUDENTS' SPEAKING ABILITY

NO	Students	Pronunciation	Grammar	Fluency	Vocabulary	Comprehension	Total Score
1	Student 1	12	12	15	15	14	68
2	Student 2	12	12	15	16	13	68
3	Student 3	12	12	16	15	14	69
4	Student 4	12	12	12	16	16	68
5	Student 5	12	12	12	12	12	60
6	Student 6	12	12	12	12	12	60
7	Student 7	12	12	12	16	16	68
8	Student 8	12	12	15	15	14	68
9	Student 9	14	13	12	16	16	71
10	Student 10	16	15	15	16	14	76
11	Student 11	12	12	12	12	12	60
12	Student 12	15	13	14	15	13	70
13	Student 13	16	13	16	15	16	76
14	Student 14	12	15	12	12	16	67
15	Student 15	12	12	12	16	12	64
16	Student 16	12	12	15	15	16	70
17	Student 17	12	12	12	16	12	64
18	Student 18	14	15	15	16	16	76
19	Student 19	16	12	12	12	16	68
20	Student 20	12	12	12	12	16	64
21	Student 21	12	12	12	16	16	68
22	Student 22	16	16	12	15	15	74
23	Student 23	14	12	15	14	13	68
24	Student 24	12	12	12	12	12	60
25	Student 25	12	13	12	16	16	69
26	Student 26	14	14	14	15	15	72
27	Student 27	13	13	12	16	16	70
28	Student 28	16	16	12	16	16	76

RATER I

RIZKI AMELIA, M.Pd

UIN SUSKA RIAU

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



STUDENTS' SPEAKING ABILITY

NO	Students	Pronunciation	Grammar	Fluency	Vocabulary	Comprehension	Total Score
1	Student 1	12	12	15	16	16	71
2	Student 2	13	12	16	16	16	73
3	Student 3	12	12	16	16	16	72
4	Student 4	12	12	16	16	16	72
5	Student 5	9	13	16	16	16	70
6	Student 6	12	12	16	16	12	72
7	Student 7	16	12	16	16	12	72
8	Student 8	13	13	16	16	16	74
9	Student 9	13	13	12	16	16	70
10	Student 10	16	12	16	16	16	76
11	Student 11	12	12	12	16	16	68
12	Student 12	13	16	16	16	16	77
13	Student 13	16	16	16	16	16	80
14	Student 14	13	12	12	16	16	69
15	Student 15	16	12	12	16	16	72
16	Student 16	16	16	16	16	16	80
17	Student 17	12	12	12	16	16	68
18	Student 18	16	16	16	16	16	80
19	Student 19	13	16	16	16	16	77
20	Student 20	13	13	16	16	16	74
21	Student 21	13	13	16	16	16	74
22	Student 22	13	12	16	16	16	73
23	Student 23	13	12	16	16	16	73
24	Student 24	13	12	12	16	12	65
25	Student 25	16	16	16	16	16	80
26	Student 26	13	12	16	16	16	73
27	Student 27	16	12	12	16	16	72
28	Student 28	16	16	16	16	16	80

RATER II

Yuwati
KURNIA BUDIYANTI, M.Pd

- Hak Cipta Dilindungi Undang-Undang
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APPENDIX VIII

The Thesis Guide Activities

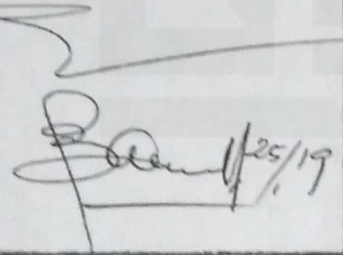
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Judul : Pengajaran Jurnal Skripsi Nomor : Tanggal : 24 Januari 2019 Asal : Elsa Desi Putri 11614200593	
Tanggal Pengumpulan :	Skala : Biasa
REVISI (JAWABAN) Pembimbing Roswati, M.Pd. 	Diketahui Kepada : 1. Kajur PBT 24/1/2019 2. 3. 4. 5. 6.
*) 1. Kepada bawahan "Instruksi" atau "Informasi" 2. Kepada atasan "Informasi" atau "Instruksi"	

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Sifat Biasa

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Kepada

Yth. Roswati, S.Pd.I., M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

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NIM : 11614200593

Jurusan : Pendidikan Bahasa Inggris

Judul : THE CORRELATION BETWEEN STUDENTS' 5W+1H QUESTIONS
UNDERSTANDING AND THEIR SPEAKING ABILITY IN ASKING
OPINION AT SMAN 1 TUALANG

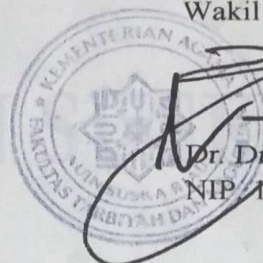
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Wassalam

an. Dekan

Wakil Dekan I

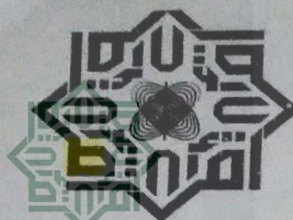


Dr. Drs. Alimuddin, M.Ag

NIP. 19660924 199503 1 002

Tembusan :

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Biasa

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NIM : 11614200593

Jurusan : Pendidikan Bahasa Inggris

Judul : THE CORRELATION BETWEEN STUDENTS' 5W+1H QUESTIONS
UNDERSTANDING AND THEIR SPEAKING ABILITY IN ASKING
INFORMATION AT SMAN 1 TUALANG


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SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
Nama Pembimbing : Roswahi, S.Pd.1., M.Pd
c. Nomor Induk Pegawai (NIP) :
Nama Mahasiswa : ELSA DESI PUTRI
d. Nomor Induk Mahasiswa : 11619200593
e. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	06 Maret 2019	Sinopsis → Proposal		
2	13 Maret 2019	<ul style="list-style-type: none"> - Marginal - Page number - Background - Gaya penulisan - Bab 2 (tambahan teori) - Relevant research - Tabel population - Sampling - References 		
3	20 Maret 2019	<ul style="list-style-type: none"> - sempurnakan background - Phenomena harus jelas - Identification of problem - Tambahkan teori - Indicator of variable x & y - Daftar pustaka 		
4	29 Maret 2019	Accepted to join seminar proposal		

Pekanbaru, 29 Maret 2019
Pembimbing,

Roswahi m.pd.
NIP.

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2. Nama Pembimbing : Roswati, S. Pd. I., M. Pd
3. Nomor Induk Pegawai (NIP) :
4. Nama Mahasiswa : Elsa Desi Putri
5. Nomor Induk Mahasiswa : 11614200593
6. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	19 / 2019	Instrument (written test)	HL	
2	19 / 2019	Instrument (speaking test)	HL	
3	19 / 2019	ACC Instrument	HL	
4	22 / 2019	Validity & Reliability	HL	
5	01 / 2020	CHAPTER IV	HL	
6	02 / 2020	CHAPTER V	HL	
7	03 / 2020	ACC	HL	

Pekanbaru, 3/3/2020
Pembimbing,

Roswati, M. Pd.
NIP.

LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama
Nomor Induk Mahasiswa
Hari/Tanggal
Judul Proposal Penelitian

ELSA DESI PUTRI
11619200593
Rabu / 8 Mei 2019
The correlation between students' SW+LH questions understanding
and their speaking ability in asking information at SMAN 1 Tulang

NO

URAIAN PERBAIKAN

1. The size of title
2. Rubric for assesing speaking
3. Pay attention to indicators x & y in operational concept. It must base on theory
4. Separate the population and sample table

Penguji I

Harum Natasha M. Pd

Pekanbaru, 08 Mei 2019

Penguji II

Kurnia Budiyanti, M. Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa

: ELSA DESI PUTRI

Nomor Induk Mahasiswa

: 11619200593

Hari/Tanggal Ujian

: Rabu / 8 Mei 2019

Judul Proposal Ujian

: The correlation between students' 5W+1H questions understanding and their speaking ability in asking information at SMAN 1 Tubang

Isi Proposal

: Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
Harum Natasha, M.Pd	PENGUJI I		
Kurnia Budiyanti, M.Pd	PENGUJI II		

Mengetahui

a.n. Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag.

NIP. 199609241995031002

Pekanbaru, 26 Juni 2019
Peserta Ujian Proposal

ELSA DESI PUTRI
NIM. 11619200593

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a. Pengutipan harus mencantumkan sumber, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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Fax. (0761) 561647 Web www.ftk.unswatara.ac.id E-mail: ftk@unswatara.ac.id

Pekanbaru, 28 Maret 2019

Kepada
Yth Kepala Sekolah
SMAN 1 TUALANG
di Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : ELSA DESI PUTRI
NIM : 11614200593
Semester/Tahun : VI (Enam)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III



Drs Nursalim, M.Pd

State Islamic University of Sultan Syarif Kasim

Di larang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber

na. Pengujian hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengujian tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilaporkan mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau



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DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 TUALANG**

Jl. Sultan Alamuddinsyah KM. 7 Perawang, Kabupaten Siak, Propinsi Riau Kode Pos 28772
Telp. : 082174311151 Website: www.sman1tualang.sch.id E-mail: smansatualang@gmail.com
NSS : 301091104006 NPSN : 10403425

Nomor : 422 /421.3- SMAN.1 / IV/ 2019/517

Lamp : 1

Hal : Surat Izin Pra riset

Kepada Yth :

Fakultas Tarbiyah dan Keguruan

UIN Suska Riau

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Sehubungan dengan surat Saudara dengan nomor :Un.04 / F.II.4/PP.00.9/5332/2019
tanggal 28 Maret 2019, perihal izin Pelaksanaan Penelitian, maka dengan surat ini kami
menyatakan bersedia untuk memberikan izin pelaksanaan Penelitian atas nama :

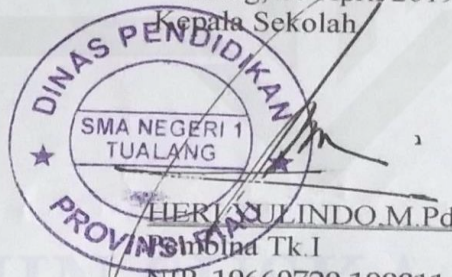
Nama : ELSA DESI PUTRI

NIM : 11614200593

Demikian surat ini kami keluarkan dengan harapan agar hubungan kerjasama yang baik ini dapat
tetap dilanjutkan,atas perhatian dan kerjasamanya diucapkan terima kasih.

Tualang, 20 April 2019

Kepala Sekolah



HERI YULINDO M.Pd
NIP. 19660720 198811 1 001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

UIN SUSKA RIAU

Pekanbaru, 18 Oktober 2019 M

Un 04/F.II/PP.00.9/15231/2019

Biasa

1 (Satu) Proposal

Mohon Izin Melakukan Riset

Kepada

Yth. Gubernur Riau

Cc. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: ELSA DESI PUTRI
NIM	: 11614200593
Semester/Tahun	: VII (Tujuh)/ 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE CORRELATION BETWEEN STUDENTS' 5W+1H QUESTIONS UNDERSTANDING AND THEIR SPEAKING ABILITY IN ASKING INFORMATION AT SMAN 1 TUALANG

Lokasi Penelitian : SMAN 1 TUALANG

Waktu Penelitian : 3 Bulan (18 Oktober 2019 s.d 18 Januari 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



an. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag

NIP.19740704 199803 1 001

Tembusan :

Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/27338
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Peminohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : UIN.04/F.II/PP.00.9/15231/2019 Tanggal 18 Oktober 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	ELSA DESI PUTRI
2. NIM / KTP	:	116142005930
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	THE CORRELATION BETWEEN STUDENTS' 5W + 1H QUESTIONS UNDERSTANDING AND THEIR SPEAKING ABILITY IN ASKING INFORMATION AT SMAN 1 TUALANG
7. Lokasi Penelitian	:	SMAN 1 TUALANG

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 31 Oktober 2019



Ditandatangani Secara Elektronik Oleh:
**KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU**

EVAREFITA, SE. M.Si
 Pembina Utama Muda
 NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru,

06 NOV 2019

Kepada

Yth. Kepala SMAN 1 Tualang

di-

Tempat

800/Disdik/1.3/2019/12808
Biasa
Izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/27338 Tanggal 31 Oktober 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : ELSA DESI PUTRI
NIM : 116142005930
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE CORRELATION BEETWEN STUDENTS' 5W + 1H QUESTIONS UNDERSTANDING AND THEIR SPEAKING ABILITY IN ASKING INFORMATION AT SEKOLAH MENENGAH ATAS NEGERI 1 TUALANG

Lokasi Penelitian : SMA NEGERI 1 TUALANG

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



RAHYO SUHENDRA, SE

Pembina

NIP. 19711209 200012 1 006

Tembusan:

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 TUALANG

Jl. Sultan Alamuddinsyah KM. 7 Perawang, Kabupaten Siak, Propinsi Riau Kode Pos 28772
Telp. : 082174311151 Website: www.sman1tualang.sch.id E-mail: smansatualang@gmail.com
NSS :301091104006 NPSN : 10403425

SURAT KETERANGAN

Nomor : 422 /421.3- SMAN.1 /XII/ 2019/167

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Tualang Kecamatan Tualang Kabupaten Siak Propinsi Riau menerangkan bahwa :

: ELSA DESI PUTRI
: 116142005930
: Pendidikan Bahasa Inggris
: S.1 / Pendidikan Bahasa Inggris
: Pekanbaru

Berdasarkan surat Dinas Penanaman modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/1.3/2017/NON IZIN-RISET/27338 tanggal 31 Oktober 2019 perihal Izin Riset/ Penelitian, bahwa benar nama tersebut di atas telah melakukan Penelitian dengan tenaga pendidik di SMA Negeri 1 Tualang Kabupaten Siak Provinsi Riau pada bulan November 2019.

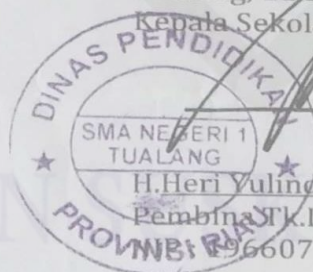
Judul Penelitian :

The Correlation Beetwen Students' 5W + 1H questions understanding and their speaking ability in asking information at sekolah Menengah Atas Negeri 1 Tualang Kecamatan Tualang Kabupaten Siak"

Demikian surat keterangan ini diberikan yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.

Tualang, 11 Desember 2019

Kepala Sekolah



H.Heri Yulindo, M.Pd
Pembina Tk.I

NIB: 9660727 198811 1 001

© Hak cipta milik UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruhnya tulisan ini untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Elsa Desi Putri, the third daughter from Mr. Agus Salim and Mrs. Zuznelia Wati, was born on December, 24 1997 in Kumanis. She lived in Perawang for 14 years until she finished her Senior High School there. She was graduated from TK Al-Wathaniyah. Then, in 2010, she was graduated from SDN 006 Perawang Barat and

continued her study in SMPN 1 Tualang. In 2013, she entered SMAN 1 Tualang for continuing her study and she finished it in 2016.

In 2016, she was accepted as one of students in Department of English Education Department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2019, she was doing KKN (Kuliah Kerja Nyata) in Bunga Raya, Siak Regency. She also was doing Pre-Service Teacher Practice at SMA Tri Bhakti Pekanbaru.

Finally, she followed thesis examination entitled “The Correlation between Students’ 5W+1H Questions Understanding and Their Speaking Ability in Asking Information at SMAN 1 Tualang”. She passed the examination and got *CumLaude* predicate.